

IEATP II: Evaluation of Administrators



Module 4
Continuing the Journey
with Jim, Glenn and Jan
November 11, 2009



Our Norms for Today



- ▶ **S**hare experiences to enrich others.
- ▶ **A**sk questions.
- ▶ **L**earn by doing.
- ▶ **S**et aside any preconceived notions about Iowa Evaluator Approval Training Program II: Evaluation of Administrators.
- ▶ **A**pply to your own work.

Think S-A-L-S-A!

Adapted from *Training Manual for Assessing Impact: Evaluating Staff Development* by Joellen Killion, ©2003



Iowa Evaluator Approval Training

Program II: Evaluation of Administrators

► Survey Priorities

- » **Knowledge, skills, and application of the Iowa Standards for School Leaders.**
- » **Coaching skills to enhance administrators' skills as instructional leaders.**
- » Models of principal evaluation processes, including design and use of individual professional development plans for administrators.
- » **Research and application of effective superintendent behaviors that increase student achievement.**
- » Research and recognition of effective behaviors of administrators that increase student achievement.
- » Alignment with the Iowa Professional Development Model.



Outcomes for Participants

- ▶ **Demonstrate knowledge of the Iowa Standards for School Leaders, including criteria and descriptors. (Modules 1-3)**
- ▶ **Practice coaching skills, including supportive/facilitative, directive/instructional, and collaborative. (Modules 4-5)**
- ▶ Evaluate an administrator, providing appropriate feedback and support. (Modules 6-8)
- ▶ Develop an individual professional development plan in collaboration with the administrator. (Modules 6-8)

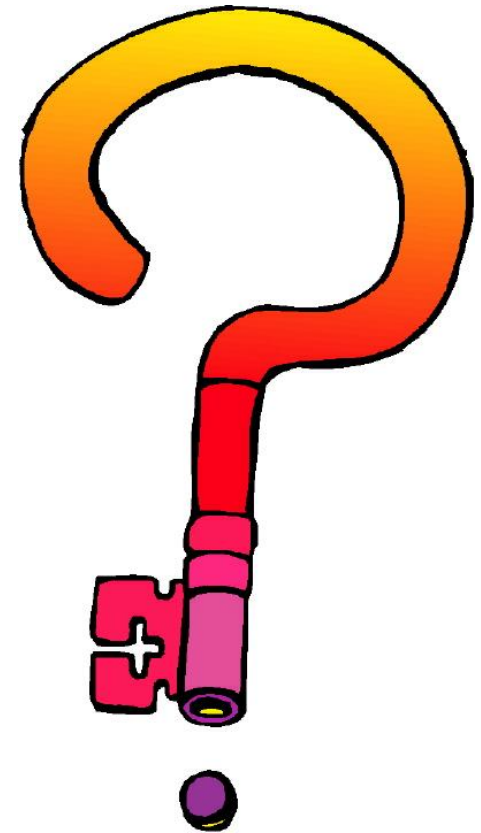




Essential Question

This afternoon's work strives to answer the question:

“What does effective coaching look like, sound like, feel like?”



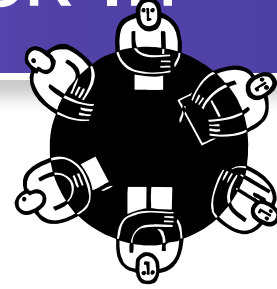


Outcomes for Module 4:

- ▶ By the end of Module 4, participants will be able to:
 - ▶ Identify effective coaching skills.
 - ▶ Plan for a coaching conference.
 - ▶ Demonstrate basic coaching skills in class activities.
 - ▶ Reflect on impact of “coaching” in supporting leaders “back home.”



Ticket Out the Door – and Back In



- ▶ Table Discussion:
- ▶ ?? As you coach and support the administrators/teachers in your district in “doing the right thing” as they initiate, lead, and sustain change that impacts student achievement, how do you see your role changing?
- ▶ ?? What knowledge and skills do you see most needed for your success? Most helpful for you? Most helpful in supporting the principals and other teachers?
- ▶ ?? What is your role as a ‘coach’ to supporting principals and teachers? How does this role support or conflict with the evaluation process?.”



10 Minutes

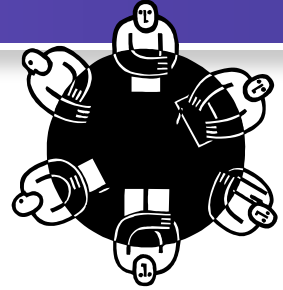


Please give your attention to
the facilitators.





Ticket Out the Door – and Back In



► Sharing the Conversation:

- How our roles changing in the evaluation process? What needs do you have to achieve this role?
- Monitoring and evaluation are two of the top responsibilities that impact student achievement. What impact do you believe you will/can have in the evaluation process?





Questions

Directive

- ▶ Purpose:
 - » To inform
 - » To direct
 - » To instruct
- ▶ Situational
 - » First-Order Change
 - » Administrator lacking knowledge or skills
 - » Limited time
- ▶ Example
 - » As you. . . , you might want to . . .

Supportive

- ▶ Purpose:
 - » To affirm
 - » To support
 - » To expand and explore
- ▶ Situational
 - » Second-Order Change
 - » Administrator with knowledge or skills
- ▶ Example
 - » What would you see as possible next . . . ?



Our Job as Leaders of Leaders

. . . Is not to be the masters of answers,
but rather persistent questioners.

Activity: Jane Morales and her high school staff have focused their professional development on creating quality classroom assessments. While the AEA has been instrumental in providing the expertise, she knows that her monitoring of the development and use of those assessments will be critical if students are to benefit from the creation and alignment of the assessments with the standards and benchmarks. Identify 3 or 4 questions at the supportive level that could be used as you talk with and coach this principal to assure quality monitoring of the implementation of classroom assessments.



Our Job as Leaders of Leaders

Some possible 'supportive' questions for Jane Morales...

“To what extent are you expecting teachers to implement the classroom assessments and use the data from these assessments to adjust their teaching?”

“Describe the steps you have taken to develop a culture that supports the use of quality assessments to impact student learning.”

Share with a partner other questions. Share with the group.

8 Minutes



Please give your attention to
the facilitators.





Our Job as Leaders of Leaders

... is not to be the masters of answers, but rather persistent questioners.

Directive Questions –

- When time is of essence
- When individual is in need of more directions or instructions
- Can sometimes be viewed as statements to guide the next logical step

Supportive Questions –

- When individual is moving in the appropriate direction
- When individual needs coaching and support
- Often asking the individual to identify or describe situations so that the next logical step
- Think about the 7 + 4 responsibilities of McREL research



Our Work Is to . . .

. . . help administrators (and teachers) meet the challenges they face, survive the rough spots, and thrive in the important work they do.



What Is a “Coach”?

- ▶ Someone who . . .
 - » Sees what others may not see through the high quality of his or her attention or listening;
 - » Is in the position to step back (or invite participants to step back) from the situation so that they have enough distance from it to get some perspective;
 - » Help people see the difference between their intentions and their thinking or actions; and
 - » Help people cut through patterns of illusion and self-deception caused by defensive thinking and behavior.

Robert Hargrove, Author
Masterful Coaching



In summary, our job is to . . .

- ▶ Offer support
- ▶ Create challenges
- ▶ Facilitate a professional vision

Laura Lipton and Bruce Wellman
with Carlette Humbard
*Mentoring Matters,
A Practical Guide to
Learning-Focused Relationships*



Think/Pair/Share



It's late Friday afternoon before the staff returns to school on Monday for “back-to-school” workshop days. This new principal has worked endlessly to assure the materials are ready, that he knows the names of every staff member, that the agenda is focused on the building action plan . . . But the jitters have set in. He wonders if he really can do this Monday morning.

How do you “offer support, create the challenge, and facilitate the vision”?



Key Elements of Effective Leadership Coaching . . .

- ▶ The coach constructs a relationship based upon trust and permission.
- ▶ The coach serves as an observer of the administrator and the context – “another set of eyes” with a fresh perspective, appropriate data, and descriptive feedback.
- ▶ The coach and the administrator recognize that problems and needs are valued learning opportunities – the heart of most coaching opportunities.
- ▶ The coach must be prepared to apply a variety of coaching skills (e.g., listening, paraphrasing, questioning, assessing specific needs and contexts) as appropriate to the context and needs of the administrator.
- ▶ The coach must be prepared to apply a variety of coaching strategies (e.g., directing, instructing, collaborating, facilitating, supporting).
- ▶ The coach must be fully present and committed to the administrator – all about helping the administrator achieve specific goals. It’s about “eliciting,” not “presenting” the solutions.
- ▶ The coach must provide emotional support to the administrator – offering encouragement and helping the building/district leader maintain motivation and focus.
- ▶ The coach must maintain a fundamental commitment to organizational goals as agreed to by the administrator, and appropriately push him/her to attain them – and hold the administrator accountable to move forward with the plan(s).
- ▶ The coach practices all these roles in an ethical manner.

*Blended Coaching
Skills and Strategies to Support Principal Development*

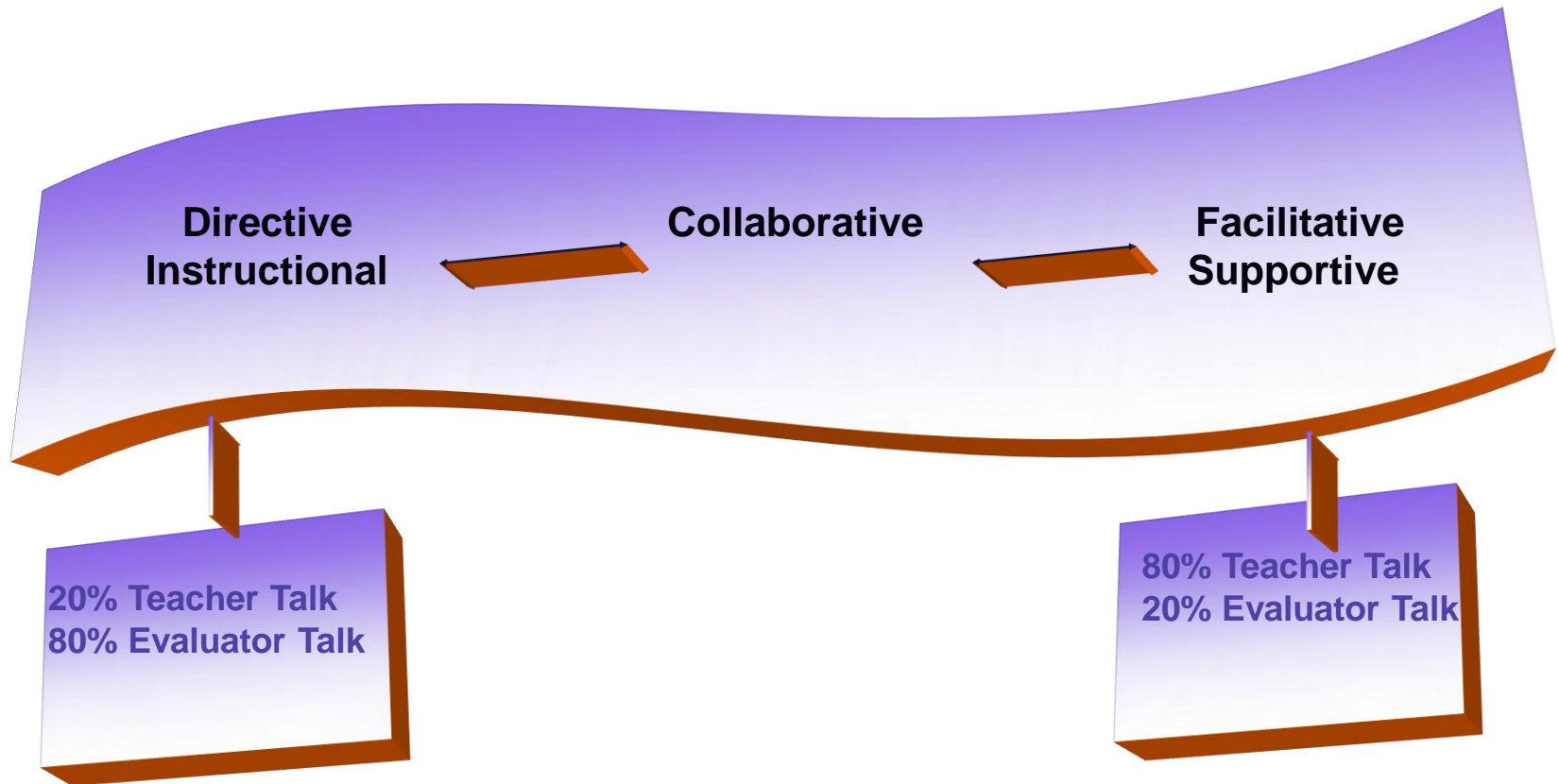


Closer Look at ORID

- ▶ ***Handout from Wiki – Sample ORID Questions***
- ▶ **Objective**
 - » Sensory; Invitational; “Just the Facts”; “The What”
- ▶ **Reflective**
 - » Emotional; “The What about the What”; “The Gut”
- ▶ **Interpretive**
 - » Brainstorming; “The So What?”
- ▶ **Decisional**
 - » Conscious commitment to change or growth; “The Now What?”

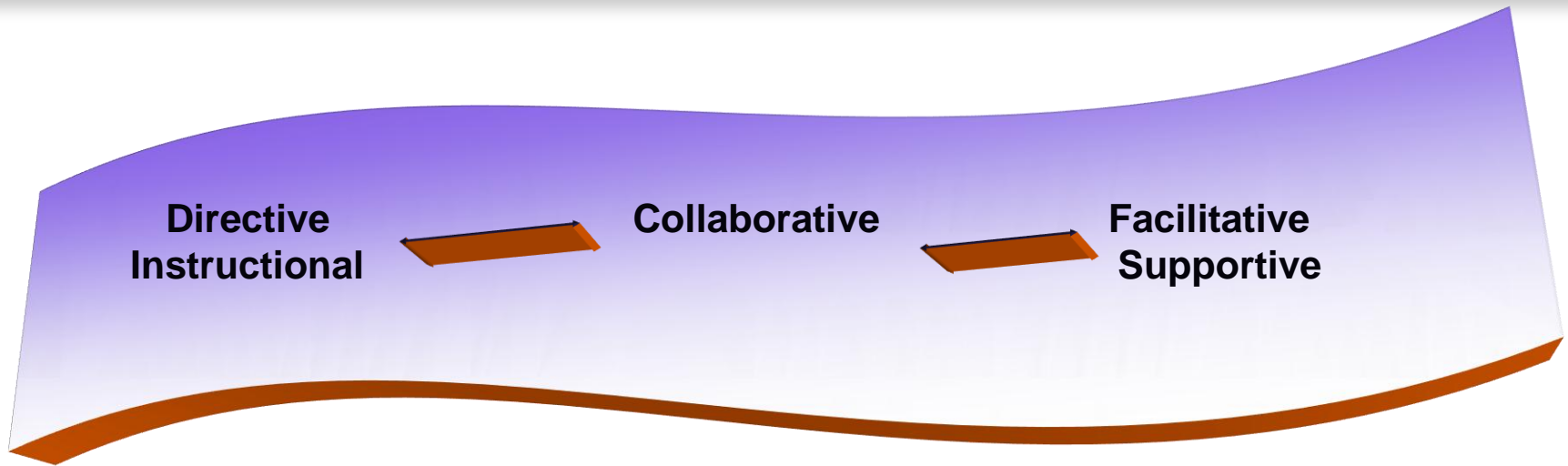


Continuum with ORID





Continuum with ORID



Intension of **collaborative** coaching is to **co-develop** information, ideas, and approaches to problems and decision making. As a coach, you model a collegial relationship as a standard for professional practice.



Opportunities for Collaborative Coaching

► Brainstorming

- » Reasons
- » Ideas
- » Solutions
- » Interventions
- » Other:

► Co-Planning

- Learners of Leading
- Designing and Conducting Action Research
- Exploring Case Studies
- Other:

Mentoring Matters – A Practical Guide to Learning-Focused Relationships by
Laura Lipton and Bruce Wellman with
Carlette Humbard



“Tools” to Support These Opportunities

- ▶ Pause
- ▶ Paraphrase
- ▶ Inquire
- ▶ Probe
- ▶ Extend



▶ *See handout on Wiki for more information*



Activity

- ▶ Each ICN will model a collaborative conversation between a superintendent and principal.
- ▶ As you listen to the scenerio, listen and watch for the following points.....



Observing a Collaborative Coaching Conversation



- ▶ Watch for balance in the “air time” of both the administrator and the superintendent.
- ▶ Identify the purpose of the coaching opportunity.
- ▶ Identify the ORID questions used by the superintendent in the collaborative coaching session.
- ▶ Identify opportunities where the superintendent probes, paraphrases, pauses, inquires, or extends the understanding of the administrator.

Please give your attention to
the facilitators.





Processing the Collaborative Coaching Conversation



- ▶ What was the balance in the “air time” between the principal and the superintendent?
- ▶ What was the purpose of the coaching opportunity?
- ▶ What were the ORID questions used by the superintendent in the collaborative coaching session?
- ▶ Identify opportunities where the superintendent probed, paraphrased, paused, inquired, or extended the understanding of the principal.



Coach's Cues in Collaborating

- ▶ Use a confident, but very approachable voice.
- ▶ Sit side by side, focused on a common problem.
- ▶ Use the pronouns *we* and *us*, not *I*, *my*, *mine*.
- ▶ Use phrases like, “Let’s think about . . . ,” “Let’s generate . . . ,” “How might we . . . ?”



Planning for a Collaborative Coaching Conference

- ▶ As you plan for a collaborative conversation,
 - ▶ Remember to invite the administrator into the conversation.
 - ▶ Plan for 1-2 questions in each area of ORID.
 - ▶ Reflect on techniques (e.g., questioning, paraphrasing, probing, clarifying, wait time) you might use to strengthen your conversation.
 - ▶ Watch your “air time.”



Activity: Let's Practice

- ▶ In trios, complete a “collaborative conversation” based on the cards provided you.
 - ▶▶ Everyone plan the conversation, using Tool 4.4 for 5-7 minutes.
 - ▶▶ Two complete the conversation (coach – coachee) with the observer watching using Tool 4.3 for 5-7 minutes.
 - ▶▶ Observer reflects on the conversation. (3-4 minutes)
- ▶ Repeat the process two times, exchanging roles and using a new card.

15 Minutes





The Second Conversation

- ▶ Complete a second conversation with roles being rotated.
- ▶ Be sure to use the planning sheet and the reflection.
 - ▶ Complete the conversation. (5-7 minutes)
 - ▶ Reflect on the conversation. (3-4 minutes)

15 Minutes





The Third Conversation

- ▶ Complete a third conversation with roles being rotated.
- ▶ Be sure to use the planning sheet and the reflection.
 - ▶ Complete the conversation. (5-7 minutes)
 - ▶ Reflect on the conversation. (3-4 minutes)

15 Minutes





Process the Activity

- ▶ What did your coach do that made you feel comfortable?
- ▶ How did you feel about your “coaching”?
- ▶ What would be some things you might consider doing differently/the same next time?
- ▶ What are two specific steps you will take in your next collaborative coaching session?



Cautions in Collaborative Conversations

- ▶ Not recognizing the need to move to directive/instruction or facilitative/supportive as needed by the administrator.
- ▶ Overzealous enthusiasm/passion for own ideas/topics/issues overrides the co-creation of plans, ideas, and solutions.
- ▶ Others you recognized in your practice?



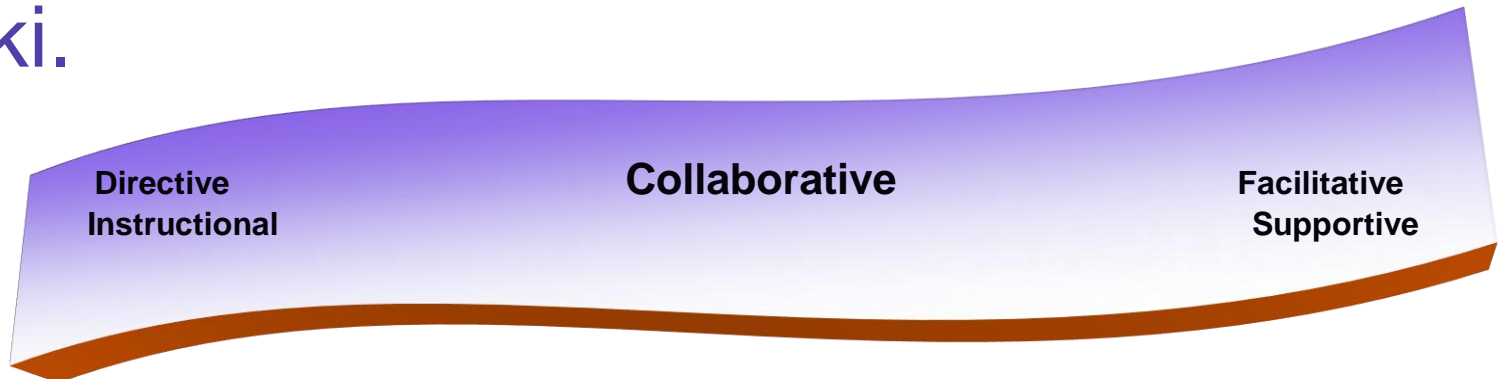
“Maximizing” the Collaborative Coaching

- ▶ Attend fully
- ▶ Eliminate
 - ▶ “I” listening
 - ▶ Blocks to understanding
- ▶ Focus/Structure the conversation: goal-setting, planning, problem-solving, reflective
- ▶ Balance support with challenge



Your Assignment

- ▶ Complete ONE collaborative conversation.
- ▶ Post the plan for each conversation on Wiki. Plan template is on the wiki.
- ▶ Post the reflection on each conversation on Wiki. Reflection template is on the Wiki.





Resources

- ▶ *Blended Coaching – Skills and Strategies to Support Principal Development* by Gary Bloom, Claire Castagna, Ellen Moir, and Betsy Warren
- ▶ *Mentoring Matters – A Practical Guide to Learning-Focused Relationships* by Laura Lipton and Bruce Wellman with Carlette Humbard
- ▶ *The Three-Minute Classroom Walk-Through – Changing School Supervisory Practice One Teacher at a Time* by Carolyn J. Downey, Betty E. Steffy, Fenwick W. English, Larry E. Frase, and William K. Poston, Jr.



- ▶ Need help with accessing Wiki?
- ▶ Feel free to stay a little later for some help.



For Additional Information:

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